

Creating THE High Schools We Need



Motivating students to achieve at higher academic levels is the driving force behind an exciting new concept of learning being introduced in West Clermont Schools. Beginning with the 2002-2003 school year, courses in math and the sciences, social studies, and languages will be built around a single focus of interest. These single-focus educational programs are known as the Small Schools of Choice.

Research shows that students are more likely to be active participants in the learning process when the coursework is structured around their particular interests. In such school environments, students come to class more regularly, have fewer discipline problems, and achieve higher academically. They become active learners, freeing teachers to emphasize the higher levels of learning and the critical thinking so necessary in the world today. Such students are also more likely to become involved in their communities. In other words, the small caring environment of Small Schools of Choice provides the nurturing that students need to develop to their full potential.

Each Small School of Choice in West Clermont Schools will provide a solid, academic education. Innovative and interdisciplinary programming, diverse teaching strategies, and experiential learning will be their hallmarks. Teachers will work in cohesive groups, collaborating to serve students one-on-one. Instruction will be consistent with students' developmental needs and have real life application. An emphasis on internships and community service will further allow students to see a connection between the information they are learning and the world in which they will someday live as responsible, contributing citizens.

The curriculum of all the Small Schools will meet state requirements and district graduation requirements. Students enrolled in the Small Schools will also have opportunities to participate in a full range of extracurricular activities.

Students choosing, upon high school graduation, to further their education in the focus area of their Small School of Choice will find that they have the foundation to do so. Students choosing a different area of focus to pursue after high school will find they also have a solid base upon which to draw. No matter which path they may choose later in life, all graduates of Small Schools of Choice will have knowledge and the skills they need to be successful in life.

It all adds up to one conclusion: In Small Schools of Choice, students learn, thrive and succeed.

SMALL SCHOOLS. BIG GAINS.

Regarding **The Day in the Life of a Student ...**

The Day in the Life of a Student profiles were developed to give students and their parents a general idea as to how a particular Small School could function. These profiles consist of a composite of activities in which a student in a given Small School may be engaged at a particular grade level. These descriptions represent possible examples or activities that may be phased in over a period of time. As the concept of the Small Schools is implemented, school administrators recognize that adjustments may be made in subsequent years to adapt to advancements in technology, changing demands of society, and the ever evolving needs of students.



Seniors

Seniors in the class of 2003 will be able to complete their course of study without disruption.

Extracurricular Activities

Students enrolled in the Small Schools of Choice will be able to participate in marching band, orchestra, and chorus, as well as all sports, cheerleading, drama club, and other extracurricular activities.

Advanced Placement

Each Small School of Choice will offer its students Advanced Placement coursework.

Academic Year

The academic year will be divided into trimesters. Courses will be designed to span two or three trimesters. Coursework lasting only two trimesters will allow time for students to take additional coursework or complete internships.

During the 2002-2003 school year, some schools may offer intersessions before or between trimesters. During the 2003-2004 school year, all schools will offer intersessions. The intersessions will give students

opportunities to "cross over" for classes in another small school, or to participate in large science projects, writing or foreign language labs, or special units in music, art, physical education, or health. This would also be a time for extended field trips.

Graduation Requirements for all Small High Schools

English	4.0 units
Social Studies	3.0 units
Mathematics	3.0 units
Science	3.0 units
Physical Education & Health	1.0 unit
Fine Arts	1.0 unit
Technology	.5 unit
Electives	<u>6.5 units</u>
Total	22.0 units

Need more information?

Contact Project Director Sue Showers at (513) 943-5046.

WEST CLERMONT SMALL SCHOOLS

Information correct as of Dec. 14, 2001. Minimum enrollment must be met for a small school to open in Aug. 2002.

Through their studies of American history, global interaction, language, literature, current events, political and legal systems, students in the School of American Studies will focus on world cultures, contemporary issues, and the processes that shape societies and people's everyday lives. Students will develop the communication and world literacy skills they need to make a connection between historical, social, cultural, literary, and scientific issues. They will learn to use their creative thinking skills to develop their own constructive ideas and products. By understanding cultural development and human interaction, students will master the tools they need to be successful in a modern global community.

Much of what students in American Studies will learn will occur through hands-on activities, field trips, job shadowing, and a wide variety of school and community extracurricular activities. Students may also enjoy travel experiences, special courses, and guest speakers, made possible, in part, through funding by the Gilder Lehrman Institute of American History.

At a glance, students in American Studies will:

- Seek to further their education beyond the scope of high school.
- Gain an interdisciplinary perspective of global interactions, languages, government service, history, and law.
- Identify and analyze the ways cultures work together and affect each other.
- Demonstrate an appreciation for and sensitivity to a multicultural world view.
- Observe and interpret human behaviors, social groupings, and institutions to better understand people and their relationships with each other and among groups.
- Recognize the relationship between people and geography, and apply this understanding to real life situations.
- Understand how their own economic decisions have consequences in their daily lives.
- Understand the democratic principals of justice, equality, responsibility, and freedom, and apply them to real life situations.
- Interact effectively and work cooperatively within a community, evaluating and utilizing community resources as necessary.
- Learn an appreciation and respect for public and community service.



A DAY IN THE LIFE OF ...

Dale, a junior in American Studies.

I get off the bus from Amelia High School – my car's in the shop – and head over to Mr. Evans' room for the daily briefing. I always like this class. He brings us up-to-date on the latest news in the world. After the briefing, we get into a discussion on Islamic beliefs. A Muslim cleric is our guest speaker. Then I meet with my American Studies team. We're organizing a multicultural fair for later in the year. Given the current world situation, I think the Muslim cleric would make a great addition to our fair.

In math, the focus is still on the current world news. Today we discuss why the World Trade Center Towers fell. Apparently the heat from the burning fuel oil changed the integrity of the steel supports, causing them to weaken and collapse. We do the calculations in class. For once I can look at an equation and under-

Why change? Our students' national test scores are just above average.

(Source: ACT and SAT)

Is the **School of American Studies** right for you?

1. Do you like to watch how investigations unfold on shows such as *CSI* or *Law and Order*?
2. Do you like knowing what's going on in the world and how it affects the United States?
3. Have you ever thought it'd be interesting to ride a beat with a police officer?
4. Does serving on a jury someday interest you?
5. Have you ever thought about being a lawyer or a judge?

6. Do you like the idea of visiting historical cities like Philadelphia, Boston, or even Washington, D.C., and getting class credit for it?
7. Do you enjoy a good argument or debate?
8. Does missionary or international relief work appeal to you?
9. Do you know what your rights as a citizen are?
10. Have you ever thought about being a reporter for CNN?

If you answered yes to any of the above questions, the **School for American Studies** may be for you!

stand its purpose. This will help me if I write about this issue later. I'll never be a math whiz, but I like these math problems. They're like puzzles.

Speaking of which, it's time for *CSI* ... well, not really. It's just science class, but Ms. Smith has set the room up like a criminal investigation. Now this is closer to the work I'm interested in! Today we're looking at fingerprints. The anthrax scare has us all looking at our mail. I didn't know that paper generally doesn't hold fingerprints unless your fingertips are oily or dirty. This is good background for the English report I'm writing.

I talk to Ms. Blakeslee about what we uncovered in science. She's my mentor and her AP English class is my favorite, probably because I'm thinking of becoming an investigative reporter. She suggests I talk to a detective with the Clermont County Sheriff's Office to see what else I can learn. She thinks this could be an article for the *Community Journal* – wow! A real byline! But first, a body's got to eat ...

After lunch, I'm off to Spanish. I like learning another language. There's a growing Hispanic population in this country. If we want to live together, we need to be able to understand each other. Mr. Rudy brings in the Spanish newspaper *La Nación* to show us the Hispanic viewpoint of the al-Qaida organization.

Today we get out early for Community Connections Day. I head over to the Clermont County Sheriff's Office. I volunteer in their Community Affairs Office. As I start to draft a media release, I think of those in a newsroom who will get this. Someday I'll be the recipient of this kind of information. That will be fun! When I'm through, I walk over to the detective's office to discuss fingerprinting.

I get home in time for dinner and have Mom sign a permission slip to go to Washington, D.C., during the next intersession. It's been a good day. Challenging, yes, but still good. I really like what I'm doing. It's great being a student in the School of American Studies.

SCHOOL OF AMERICAN STUDIES

Information correct as of Dec. 14, 2001. Minimum enrollment must be met for a small school to open in Aug. 2002.

Through an in-depth study of world culture, world history, and world literature, students of the School for World Studies will learn how they may make an impact on local, national, and international issues which give shape to their lives. Freshmen will begin their studies by becoming well versed in local issues. In subsequent years, their study will branch out to incorporate a global perspective. All students will assume responsibility for a yearly service learning project consistent with their developmental needs.

While focusing on various cultures and political systems, as well as social change and economic development, the School for World Studies also will incorporate democratic principles by promoting practices such as peer mediation to allow students to experience first hand the power and responsibility of the individual.

School exchange programs, business internships, and international travel will further enhance student learning, and classes will often be held in locations other than the traditional setting. Students will also be able to participate in regional programs such as the Metro Youth Council, the World Affairs Council of Greater Cincinnati, and other local, national, and international programs that provide a deeper experience in diversity.

At a glance, students in World Studies will:

- Seek to further their education at institutions of higher learning.
- Study contemporary national and international issues from both a modern and an historical perspective.
- Gain a greater understanding and appreciation of cultures other than their own.
- Explore what makes a culture different from others, while recognizing the commonalities shared by all peoples.
- Learn to take the initiative to effect positive change in their school and community.
- Develop the knowledge and skills to be effective in their studies and in their communities.
- Develop and use the qualities of leadership.
- Identify a role for themselves in their community, their country, and the world beyond.
- Learn the importance of being active participants in their community.
- Learn to understand and express themselves with confidence.
- Develop the competencies to effectively participate in an international environment.



A DAY IN THE LIFE OF ...

Bridget, a senior in World Studies

I meet with Mrs. Stewart before school. It gives us time to talk. I update her on my senior exit project. I've been working with kids at Holly Hill Elementary and now I'm having the stories they're writing translated into French. I want to publish them in a book to encourage the kids to keep writing. I want them to learn French.

Mrs. Stewart is also my English teacher. I like her class. When we were sophomores, we complained to her about students who were mistreating kids who were different. We wanted the school to do something about it. She asked us why we didn't do something about it. So we did. We developed a whole program called Tolerance Teaches ... classroom presentations, newspaper articles, posters. A few of the posters are still hanging up. And you know what? We haven't really had much of a problem at school since then.

In AP Social Studies class, we talk about the European Union and the long-term effect such cooperative efforts will have on the cultures of the

Why change? Our graduation rate is less than 81%.

(Source: Ohio Department of Education)

Is the **School for World Studies** right for you?

1. Have you ever imagined yourself as a main character in *West Wing* or a John Grisham novel?
2. Can you see yourself as a leader? As someone who can make a difference?
3. Have you ever thought of joining the Peace Corps?
4. Do you think it would be fun to work on a project that would help others in the community?
5. Is social justice a concern of yours?

6. Do you think it would be fascinating to work for the FBI or the CIA?

7. Are you fascinated by other cultures?

8. Are you interested in visiting other countries?

9. Do you think it would be cool to speak a second language?

10. Have you ever wondered if the problem of world hunger could be solved? Have you ever thought of trying to solve it?

If you answered yes to any of the above questions, the **School for World Studies** may be for you!

individual countries. Do we lose ourselves in collaboration? I think not if the collaboration is one of respect. That's why I became so interested in other cultures, so I can understand those who are different from me and treat them with respect. It seems like the more I learn about our differences, the more I learn how much we have in common.

Mrs. Wallace divides us into groups to work on a fascinating project in math class. We have to research the figures – and do the calculations – to determine the costs of illiteracy in Clermont County. We head to the library to start work. I can't imagine not being able to read.

I recruit some classmates from Ms. Peach's French class to help with translating the Holly Hill students' stories. Then I eat lunch with M.M. – Marguerite-Marie. She's the French exchange student living with my family. I first met her when I was in France last year, participating in a program sponsored by the World Affairs Council of Greater Cincinnati. This year, the World Affairs Council is helping my class plan a cultural fair – The

Tastes and Sounds of Spain. Maybe I'll pick up a little Spanish!

In science, we talk about the service learning project we're doing as a class. Ms. Noffsinger has arranged for us to work with the county on Make a Difference Day. We're cleaning up the county's stretch of the Ohio River. We didn't make the mess, but it's our home, and we need to help keep it clean.

The last period of the day is my internship and I head to ZF Batavia, where I work in the public affairs office. When I get home from school, I find a letter of acceptance from my first choice college. My hard work has paid off! I think back to when I was a freshman. I didn't know what I wanted to study, but I wanted to learn more about the world. That's where it all started. Now I'm going to University of Virginia. Who knows where I'll go from there. I'm so glad I'm a student in the School for World Studies.

SCHOOL FOR WORLD STUDIES

Information correct as of Dec. 14, 2001. Minimum enrollment must be met for a small school to open in Aug. 2002.

The International Baccalaureate School is an internationally recognized, standardized program of rigorous studies in traditional areas of coursework. Its students learn to be critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs, conscious of the shared humanity that binds all people together, yet respectful of differences in cultures and attitudes. The program challenges and meets the needs of motivated, academically-oriented students. It also places a strong emphasis on the ideas of international understanding and responsible citizenship.

Students study six subject areas at an in-depth level which parallels the schooling received by their international counterparts. They also complete a course on the Theory of Knowledge, which explores the interplay between human knowledge and the world. Active participation in creative, physical, and service-oriented endeavors is also required. Seniors culminate their education by integrating their comprehension of material in an extended essay requiring independent research.

A unique characteristic of the program is its assessment. Classroom teachers work with international examiners to insure that students have multiple opportunities to demonstrate what they know and are able to communicate.

Because of the rigor of the program, International Baccalaureate graduates often receive Advanced Placement credit upon college entrance.

At a glance, students in the International Baccalaureate program will:

- Enhance their opportunities for acceptance into the nation's better institutions of higher learning.
- Develop strong critical thinking skills to better relate and reintegrate new information.
- Learn to communicate ideas and information in a logical and coherent manner.
- Understand that knowledge is the driving force behind positive change in the world.
- Develop a greater awareness of and concern for others and recognize the need to work cooperatively with others.
- Develop an appreciation for various viewpoints.
- Recognize the importance of tolerance and intercultural understanding among all peoples.
- Develop strong leadership skills.
- Recognize the reward and obligation of community service.



A DAY IN THE LIFE OF ...

Lisa, a junior in the International Baccalaureate

Today we're discussing *Don Quixote* in English class. A couple of us are also reading it in Spanish. I'm discovering a book is so much better if you can read the work in the language it was written. You really do lose something in translation.

I ask Mr. Frank if I can do a critical review of *Don Quixote* for my next writing assignment, instead of the paper on Spanish customs. He gives me the OK. I like when I can connect the work of different classes. It gives me more time to delve into particular areas that I'm interested in – like English and social studies which I'm taking at the high level. The other classes I'm taking at the standard level.

I love the IB program. I'm proud of the work that I'm able to do. And I'm grateful for that freshman class that taught me good time management skills.

Today Ms. Campbell lets us wander from our analysis of the causes of World War I to talk about current world events. All of us in this program are pretty

Why change? Only 60% of our students report feeling safe in school.

(Source: Effective Schools Survey)

Is the **International Baccalaureate** program right for you?

1. Do you take pride in your work ethic?
2. Are you more likely to lead than follow?
3. Do you like to watch the *Learning Channel*?
4. Do you like debating with your friends off-the-wall topics like how people learn ?
5. Do you think it'd be fun to have a foreign exchange student living with you and your family?
6. Would you like to have the European or Asian view of world events?

7. Have you ever thought of learning another language so you could work in international commerce or law?

8. Would you like to graduate from high school with an internationally recognized diploma with college credit already under your belt?

9. Have you ever dreamed of being in a position where you could really make an impact in the world?

10. How would you feel if Harvard came knocking on your door? Would you settle for Princeton or Yale?

If you answered yes to any of the above questions, the **International Baccalaureate** program may be for you!

much CNN junkies. Some of us have even been trying to catch the BBC on WVXU radio. It gives us the European view of the war against terrorism. We talk about the importance of expanding our knowledge and understanding beyond the U.S. media focus.

Before we start chemistry class, we discuss the EPA's recent decision to reduce the amount of arsenic in our water supply. Mr. Gee later tells us about next week's trip to Thomas More College's research center on the Ohio River. We are going there to analyze water samples. A few of us volunteer to introduce our findings to middle school students in a recruitment campaign for the IB program. That's going to be fun!

We break into small groups to work on a series of problems in algebra. I like math. It's so black and white in a world colored with shades of gray. Don't get me wrong. I love discussing and analyzing issues like world diplomacy. But sometimes I just need something clearly defined as right and wrong.

Talk about shades of gray, I head to psychology class after lunch. My "big sister" – from when I was a

freshman – is majoring in psychology in Columbia University. Her interest grabbed me, so when I had the chance to take this elective, I grabbed it.

In health, we're doing a lesson on nutrition, and I cringe – we look around at each other and laugh. Most of us live on pizza and donuts and Coke. We may be the next generation of leaders, as Mr. Gee's always telling us, but not when it comes to food!

I'm off to choral practice. I love to sing. In fact, I did a special lab in choral music during the last intersession. I sing in my church choir and have started conducting the children's choir. It meets part of my community service requirements, but I would do it anyway. I like working with little kids. They have so much potential. That's what my grandma's always saying about me. I want to live up to that. I want to make a difference. That's why I'm here. I really like being a student in the International Baccalaureate.

INTERNATIONAL BACCALAUREATE

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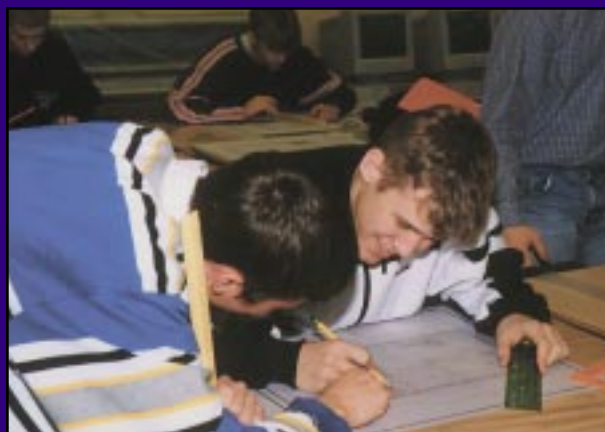
Using the languages of mathematics and science and the tools of technology, students enrolled in the Math, Science and Technology Academy will engage in an in-depth study of engineering, industrial technology, or medical sciences. They will test ideas and theories through hands-on discovery, experimentation, project-based learning, and inquiry-based learning. They will apply this knowledge through active involvement, input, and collaboration from community members.

Community and business educational partners will also guide students to adapt their learning to fit career interests. In addition, students may use technology to connect to the global community via the sister cities program and to colleges using distance learning labs. As a result, students will be well prepared to meet the challenges of the 21st century.

Students may specialize in one of two areas – industrial engineering or medical science. Students will also have the opportunity to complete meaningful public service through internships and community projects, developing a greater appreciation for the “global village” in which they live.

At a glance, students in Math, Science and Technology will:

- Be prepared to further their education.
- Recognize, with the aid of technology, the connections between math and science.
- Learn to “live and do” math and science in the community.
- Learn to utilize math and science skills in the development of product lines or services.
- Learn to use computers as a tool for communication, research, data analysis, problem solving, as well as presentations.
- Be able to examine and evaluate information objectively and make decisions based on scientific evidence, thereby enhancing their analytical and critical problem-solving skills.
- Demonstrate leadership skills.
- Develop the critical thinking skills needed to become active citizens and productive members of the community.
- Learn to set goals, assess their own progress, and learn to modify their plans as they learn about themselves and the possibilities in their future.



A DAY IN THE LIFE OF ...

Casey, a junior in Math, Science and Technology

Today before class, I meet with my mentor, Mr. Hubbard, and show him the design work I've done so far on my bridge project. He's pleased with my progress! We talk about what I may do next year for my senior exit project. He says I could submit a design for a bridge for the new park the county is opening off Rt. 125. Wow! I'd love to do that. I tell him how my MaST team is planning on adopting a section of Rt. 132 to keep clean for community service. We want to put the school name on the project. Future classes can take over after we're gone. We're recruiting teachers and parents to help.

I head to U.S. History class, where I give my report on the Civil War battles that hinged on bridges. Bridges are such ordinary structures. We take them for granted. But they're critical to how societies function. Civilizations are built around bridges – sometimes even school days are. Or, so it seems today.

Why change? Only 60% of the Class of 2000 reported feeling academically challenged.

(Source: Senior Exit Survey 2001)

Is the **Math, Science and Technology Academy** right for you?

1. Do you and your friends love to watch *Battle Bots*? Would you like to compete on the show someday with your own robot design?
2. Was a new stereo one of the first things you actually installed when you bought your car – or will it be?
3. Would you like to understand how an engine works?
4. Ever wonder why a bridge doesn't collapse?
5. Have you ever wondered about the science behind a crime scene investigation?

6. Have you ever thought you would like to be a volunteer for a rescue squad?

7. Do you like to come up with solutions for problems?

8. Do you like messing around with numbers and computers?

9. Do you like to have everything planned out and then follow through?

10. Would you like to work for NASA someday?

If you answered yes to any of the above questions, the **Math, Science and Technology Academy** may be for you!

In geometry, I've been working with the properties of triangles. This gives me a better understanding of why one design of a bridge may be stronger than another. I plot and analyze the data I gathered yesterday on load distribution on my bridge design during a class field trip to a test lab at the University of Cincinnati. I convert my latest calculations into a design that I sketch in industrial engineering class. My drawing skills have really improved since I took that intersession in art last year.

Todd and I eat together at lunch. He's also in MaST, but his focus is in medical science. He's excited about this really interesting project his class is doing in forensic science. They're collecting evidence from a mock crime scene. They're using different kinds of forensic technology to investigate different aspects of the crime. Next week he says they're going to the county crime lab to analyze what they've collected. Wow! I tell Todd I wish I was doing that. He tells me he feels like that when he's listening to me talk about my classes.

In my AP Science class after lunch, I compare the measured stresses and strains in the members of my bridge design to the calculated values. I use these calculations as support information in the paper I begin to write in English class. Then I head back to the lab and work on the mini-construction of my bridge design.

I wrap up my school day with band practice – I play the clarinet. Then I head over to the office of the Clermont County Engineer. I had a job shadowing experience with Mr. Hartman earlier in the year, and we have stayed in touch. He's interested in my bridge work, and I want to show him what I have done.

Over dinner, I tell Mom and Dad about my day. Dad's an engineer for Nutting. I think he's proud of me. He says with all these bridges in my life, I must be going places. I tell him I am. And I'm working hard to get there. I wouldn't want to be anything but a student in Math, Science and Technology.

MATH, SCIENCE AND TECHNOLOGY ACADEMY

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The School of Scientific Studies is designed to nurture within students the innate interest in living things believed to be present in all humankind. This innate interest, this "biophilia," has led human beings throughout history to continually discover and understand the life around them.

More significantly, students will learn how to continue to learn throughout their lives. They will learn how to find, evaluate, and apply information, how to become critical thinkers and intelligent consumers of information, so that they may be prepared to function in a world where a continual increase in human knowledge is beyond the capacity of any one person to absorb.

Students in Scientific Studies may select for in-depth study from one of two areas of specialization – environmental science or biological and medical technologies. Classroom concepts will be connected to real life experiences through extensive community and business partnerships. Field studies, internships, guest instruction, and community service projects will further help develop the connection between what students learn in the classroom and its application to real life.

Research projects and lab work will also be integral parts of the curriculum with students enjoying opportunities to work at local, regional, and national levels in partnerships with park services, government agencies, environmental firms, colleges and universities, and hospitals. Their skills in math and science will not only be advanced, but their ability to speak and write effectively will be strengthened.

At a glance, students in Scientific Studies will

- Develop a post-secondary plan to continue their education.
- Develop an appreciation for the life sciences and the contributions they make to the well-being of society.
- Recognize the interconnectivity of all life forms.
- Develop an appreciation for responsible practices that respect and acknowledge all life forms.
- Recognize the impact that their life choices will have on themselves, others, and the world around them.
- Understand their responsibility as informed citizens to protect the world's ecosystems.
- Develop skills in cooperative work, problem solving, and team building.
- Strengthen their ability to maintain healthy interpersonal relationships.
- Learn the importance of a life-long commitment to community engagement.



A DAY IN THE LIFE OF ...

Michael, a sophomore in Scientific Studies

When I get to class this morning, Kara and Bob are debating the ethics of genetic engineering. We've been talking about the possibilities of gene splicing in Thematics class this week. I find it fascinating. Mr. Souders starts the class with a review of the science that makes genetic engineering possible. Mr. Mason then talks about the societal implications. In other words, how does this relate to us. Before the class ends, Mrs. Fisher has us write a reflective paper on our own position. When I start writing, I'm not sure where I stand. But the more I write, the clearer my thoughts become.

I started this program in Scientific Studies thinking I would choose the biological and medical technology pathway. I knew it'd be a challenge, but I could do it. I was thinking I wanted to be a doctor. But then I was talking to some kids who went to the Smokies last year with Mr. Souders during intersession. They helped a

Why change? Our students report a lack of respect within our schools.

(Source: Senior Exit Survey 2001)

Is the **School of Scientific Studies** right for you?

1. Would you like to learn more about genetic engineering – and find out what all the controversy is about?
2. Would you like to discover a new species?
3. Do you want to know how safe the community drinking water really is?
4. Do you want to understand how government agencies manage the use and provide for the protection of natural resources?
5. Do you like to watch the *Discovery Channel*?

6. Do you like to go for walks in the woods?

7. Do you think it'd be cool to know the latest in biological and medical technology?
8. Do you ever think you might like to be a doctor someday?
9. Do you want an understanding of bioterrorism or germ warfare beyond the 6 o'clock news?
10. Does "learning how to learn" intrigue you?

If you answered yes to any of the above questions, the **School of Scientific Studies** may be for you!

researcher locate this microscopic wasp that no one knew was there. It seemed really interesting. As Mr. Fradkin from the EPA said when he came to talk to our class, you can't protect a species if you don't know it's there. So when Mr. Souders organized a group to go to Maryville College to develop plans to find other insects, I went along. Now I'm on the environmental track. I love being outdoors, and to find a species no one knew about would be great. But after this morning's class, I'm not so sure about my choice.

Thematics takes up the morning. I wasn't sure I would like these long class periods, but I do. Sometimes we spend more time on science. Sometimes we spend more time on social studies or English. Sometimes we work in groups. It just depends on what's happening that day. It's always different. And the time flies. Before I know it, it's time for lunch.

After lunch, I head to my resource class and meet with Mr. Prueitt. We talk about my community service project. The Cincinnati Nature Center needs volunteers

to help maintain trails. I might like to do that. I can get to know some of the naturalists. Ben, a senior I know, developed a curriculum for elementary students who visit the nature center and is now teaching it as part of his senior exit project. I might want to do something like that. But then I tell Mr. Prueitt how I'm thinking of changing my focus. He tells me he'll look for a medical-related service project. Either way, he says, I'm getting the foundation I need for any major I may choose in college. He makes me feel better.

My math courses are the last classes of the day for me. First Algebra II and then Geometry. It's a good thing I like math.

As I head home after school, I think about the day. It's been good. And after talking to Mr. Prueitt, I know I'll be ready for college no matter what I decide to do. I'm glad I'm a student in Scientific Studies.

SCHOOL OF SCIENTIFIC STUDIES

Information correct as of Dec. 14, 2001. Minimum enrollment must be met for a small school to open in Aug. 2002.

The Human Kinetics and Wellness School is designed to foster the holistic development of the mind, body, and spirit of students. Students enrolled in this program will be instilled with knowledge and habits that will serve them throughout their lives. Its curriculum will intellectually, physically, and emotionally prepare them to succeed as adults, regardless of the career they may later choose. However, this program will be of particular interest to students who are considering further education and careers in the fields of philosophy, rhetoric, politics, health, medicine, physical therapy, occupational therapy, and fitness.

Learning will be achieved through didactic instruction, shared inquiry, and Socratic questions. Students will be required to logically apply and defend knowledge gained. Classes will be based heavily on science, including kinesiology, biomechanics, health, nutrition, and wellness. Practical internships with hospitals, sports teams, and rehabilitation centers focused on medical services, nutrition, and physical rehabilitation will further educate students, as they develop their own healthy lifestyles and master core academic subjects.

To address other developmental needs, students will also be required to participate in school activities and complete acts of community service of their choosing.

At a glance, students in Human Kinetics and Wellness will:

- Be prepared to take on the challenge of a post-secondary education.
- Develop the intellectual, physical, emotional, and social capabilities necessary to be successful adults.
- Establish the habits of mind and body that will contribute to a long and healthy life.
- Understand the basics of anatomy and physiology and relationship between motion and the human form.
- Develop personal daily routines that will sustain a high level of performance over their lifetimes.
- Understand the importance of academic achievement as well as the value of physical and mental conditioning for personal success.
- Demonstrate problem solving skills and the ability to work effectively with a team of people.
- Demonstrate a firm grasp of the concepts of logic and rhetoric.
- Develop a commitment for community service.
- Develop plans for the further development of their minds and bodies to assure a practice of life long learning.



A DAY IN THE LIFE OF ...

Marty, a freshman in Human Kinetics & Wellness

I'm looking forward to this morning. Amanda Borden, the Cincinnati gymnast who was in the 1996 Olympics, is speaking to our language arts and social studies class. I'm not a gymnast – I run track – but I can relate to what Amanda is saying. It's great hearing about her experiences. We've been looking at the history of the Olympics, starting with the ancient Greeks, and the role the Olympics play in the world today. We talk about Cincinnati not making the cut for 2012. That would have been great to have the Olympics here. Afterwards, I talk to Ms. Bilger about my English paper. I want to compare the physical demands of a sport to the mental and emotional demands. She likes my ideas.

Next up is science and math. We look at the respiratory system. It's all about breathing. You don't breathe, you're not going to do anything else – let alone perform well athletically. Then we do math calculations which show how much smoking diminishes lung

Why change? College or technical training is critical for 21st century economic security.

(Source: Greater Cincinnati Chamber of Commerce)

Is the **Human Kinetics and Wellness School** right for you?

1. Have you ever wondered what's the real difference between foods labeled organic and those that are not?
2. Do you want to know how your body really works and what it needs to function really well?
3. Do you want to understand what is meant by "life-style diseases"?
4. Would you like to learn how you can increase your chances to stay healthy and functional all of your life?
5. Have you ever thought of "listening" to your body?

6. Do you think it would be fun to publish a health or fitness magazine?

7. Ever thought you would like to go into some aspect of sports medicine?

8. Do you like to work out and stay physically fit?

9. Does the idea of learning how to stay mentally and emotionally fit – to match your physical fitness – appeal to you?

10. Do you ever think you'd like to get your black belt in one of the martial arts?

If you answered yes to any of the above questions, the **Human Kinetics and Wellness School** may be for you!

capacity. Why would anyone ever smoke? It's like – duh! You like breathing? Don't smoke.

I find myself being more and more careful about what I'm eating these days. I keep asking the cafeteria ladies what's in everything. It's funny! I drive them nuts! But I can't help but think of what we've learned in nutrition every time I go through the lunch line. And I've discovered if I pass on the ice cream after lunch, I have a lot more energy in the afternoon.

In Academic Support, I do some peer tutoring and help Jason with his English paper. The two of us talk about how it's difficult to manage everything we're trying to do. Apparently, Mrs. Bachman thinks so too, because she brings up time management in our Keystone program later. She also talks about study skills. I never understood until this year how taking time each evening to review that day's materials makes studying for tests so much easier. It's like eating right. The choices I make now are going to affect what happens later. Just like I know the hard work I'm doing now is going to pay off later.

Off to computer class – I'm learning Excel. I like learning different programs. During the intersession, I picked up Microsoft Word. That sure has made writing papers a lot easier.

Now for my favorite class – Integrated Topics. This is where I really get to learn about the body. Today we're looking at the muscle groups in an anatomy lesson. I told Mr. Denton that I might want to go into physical therapy. He says I should be able to get my senior internship with a sports clinic. That'd be great!

After school, I head over to my old elementary school where I volunteer once a week in an after school homework program. Otherwise after school, I work out or run. As I head home, I think how I like learning all this stuff. And tomorrow I get to do it all over again. I think it's so cool being a student in the Human Kinetics and Wellness School.

HUMAN KINETICS AND WELLNESS SCHOOL

Information correct as of Dec. 14, 2001. Minimum enrollment must be met for a small school to open in Aug. 2002.

The West Clermont Institute of Performing Arts will provide opportunities for students to develop their talents and pursue their passions in the performing arts – music, dance, drama, and art – as they master core academic subjects of math, science, social studies and English. They will pursue an expanded curriculum, including independent study options, which emphasizes academic, artistic, and practical achievement, and enhances creative thinking skills. The result will be students who will bring fresh view points to old perspectives and original interpretations to familiar ideas.

The driving motivation for students will be the act of doing, not reviewing; showing, not telling. Students will work with arts professionals, producing and performing their own work. They will learn to work equally well alone as with others, balancing their time commitments, and assuming responsibility for their choices.

Public performances will further enhance students' poise, sense of presence, and ability to communicate effectively. Partnerships with local professional theater houses and concert halls will build their confidence. And arts-related service projects will strengthen their sense of self and community.

At a glance, students in the Institute of Performing Arts will:

- Be academically prepared to pursue higher education.
- Gain an appreciation for all aspects of the performing arts.
- Understand the intrinsic role that the arts have historically played in civilization.
- Understand that the life of the arts, far from being an interruption or a distraction, is a test of the quality of a nation's civilization.
- Recognize the link between actively learning an art form and an ability to learn other skills.
- Learn to use art as a means to emotionally and intellectually integrate experience.
- Develop the self-discipline, self-confidence, and creativity to pose and solve complex problems.
- Learn to work cooperatively with others.
- Strengthen their time management, communication, and interpersonal skills.
- Learn to be contributing citizens to their community.



A DAY IN THE LIFE OF ...

Terry, a freshman in Performing Arts

I have the best time with my choral group – and to think I almost didn't take this class because it started early. We're working on our holiday program for the Eastgate Care Center. Our first live performance! It will be fun.

My literature and social studies class officially begins my school day. Mrs. Davidson talks about Thornton Wilder – we're reading *Our Town*, this year's school play. We talk about how life has changed over the past 100 years – and how it has not changed. Mr. Zuccala asks us to talk about what would be the components of an ideal society. We decide that while styles may come and go, and technology may bring us improvements, our need for family and community doesn't change.

During our Introduction to Fine Arts class, Ms. Lawell tells us that Mariemont Players needs ushers this weekend, and I sign-up to volunteer. Ms. Lawell is

Why change? Smaller high schools produce more engaging environments and greater gains in student achievement.

Anthony Bryk, University of Chicago

Is the **West Clermont Institute of Performing Arts** right for you?

1. Are you a natural ham?
2. Do you like going to see plays or movies? Can you see yourself on stage or up on the screen?
3. Would you like to get to know professional artists?
4. Do you want to learn how to dance?
5. Do you like to dress in your own unique style?
6. Would you like to have an exhibit of your paintings?
7. Would you like to learn to play an instrument?

8. Would you appreciate the opportunity to work behind the scenes at the Arnoff Center or Playhouse in the Park?

9. Have you ever thought about managing a theater company or maybe directing a nonprofit organization that promotes the arts?

10. Do you believe that art matters in our everyday lives?

If you answered yes to any of the above questions, the **West Clermont Institute of Performing Arts** may be for you!

my mentoring teacher and I tell her that I'm a little scared to try out for a part in *Our Town*. I'm glad we talk. She says the audition will be a good experience. We know I won't get the lead, but I may get a small part. If not, I can be a backstage hand. We toured the backstage of Playhouse in the Park a couple of weeks ago, and I thought it was fascinating. In fact, I told Ms. Lawell I'd like to get an internship there later.

In science class, we do an experiment in sound with glasses and water. When you tap the glass, the sound varies with the amount of water in it. We discuss the physics behind this. We talk about this more at lunch. Mick says he wants to write a composition for water glasses. I tell him I want to join his band.

In algebra class, Mrs. Tache brings up set design. By the end of the class, we're figuring how much lumber we need to build a staircase, how much paint we need for the backdrop, and how much dirt we need to wheel for a 5' x 7' garden plot. It's still math, but at least I'm using it to figure something interesting.

For the state's P.E. requirement, we're allowed to study dance this year. I love this – I'm learning tap and jazz. I may eventually take private lessons. I practice all the time. Mr. Libis says next year he's looking to do a musical, and I'm going to be ready.

After school, a few of us meet with Mrs. Andolina of Costume Castle. During our next intersession, we're going to be putting on Rick McGruder's one-act play. He's a senior, and this is the second play he's written. I'm going to be helping with the costuming.

As I head home, I think about what I need to do to prepare for the *Our Town* auditions. I guess Ms. Lawell is right. I need to go for it. It's been a good day. A challenge, but good. I'm so glad I'm a student in Performing Arts.

WEST CLERMONT INSTITUTE OF PERFORMING ARTS

Information correct as of Dec. 14, 2001. Minimum enrollment must be met for a small school to open in Aug. 2002.

The School for Creative Arts and Design will allow students to master core academic subjects while pursuing an interest in one of the four fine arts disciplines – music, drama, creative writing, and visual arts. Math, science, social studies, and language classes will be adapted to place an emphasis on artistic concepts. Studio class time will provide increased opportunities for the full development of artistic projects.

During studio classes, students will have a block of time to work on a creative project related to their fine arts interests. Teachers will work one-on-one with students, and students will have a chance to collaborate on creative projects with each other.

The school will also include more performance-based assessment. That is, emphasis will be placed on types of assessment that show a final, finished product of many hours of work, such as a musical or dramatic performance, a poetry reading, a published short story, or an art exhibit.

Students who are interested in becoming professional artists or students who are simply interested in the arts will find a place in this school. All students will graduate with skills in collaboration and problem solving. Additional opportunities through field trips, internships, and community service will further emphasize the important role the arts play in the development of the civilized world.

At a glance, students in the School of Creative Arts and Design will:

- Be prepared to continue their education in post-secondary institutions.
- Gain an appreciation of musical, dramatic, literary, and visual art forms.
- Recognize that through art, the quality of lives can be enhanced.
- Have opportunities to interact and work with professional musicians, actors, writers, and artists.
- Be able to exhibit, publish, or perform their own creative efforts.
- Contribute, in their own way, their own “profound works” to the world around them.
- Be able to powerfully communicate in a variety of forms.
- Learn to approach problem solving in a unique and creative manner.
- Learn to apply creative and critical thinking skills to all aspects of their lives.
- Develop an appreciation of service to others.



A DAY IN THE LIFE OF ...

Cris, a sophomore in Creative Arts and Design

I can't believe I got up an hour early today, but I wanted to meet with Tyler to finish working on the song we're writing. We're putting together a melody to go with the lyrics I wrote in English class. It's pretty good, but we've got to finish it this morning. There's a jazz musician named Brad Goode who plays at the Blue Wisp in downtown Cincinnati. He's coming to my English class tomorrow and I want to see what he thinks of the song.

I received good reviews from Ms. Parham on my final for the first trimester. It was a presentation that I did Monday evening in the auditorium. The rest of the English classes were there, along with everyone's parents and a few people who just wanted to see what we were doing. I talked about the poems I had been writing, and explained about some of the poets I liked, like Walt Whitman and Emily Dickinson, and then I read

Why change? The more interest students have in a topic, the more they will learn about the topic!

Robert Marzano, McRel

Is the **School of Creative Arts and Design** right for you?

1. Do you consider yourself artistic?
2. Do you like to think outside the box?
3. Do you like the idea of learning to express yourself through the arts?
4. Would you be interested in learning how art has an impact on society?
5. Do you like to draw?
6. Do you like the idea of performing in front of a crowd?

7. Do you fantasize about being a lead singer in a band?

8. Do you like watching MTV, BET or VH1?

9. Have you ever read something that's published and think that you could do better?

10. Have you ever dreamed of playing for a major symphony orchestra someday?

If you answered yes to any of the above questions, the **School for Creative Arts and Design** may be for you!

a couple of my poems. People really seemed to like them. I was nervous at first, but everyone was cool, and I was really proud of what I'd done. This is a lot more satisfying than just turning in assignments and getting them back with red ink all over them.

In social studies, Mr. Miller introduced us to Picasso's famous mural painting *Guernica*. When I first saw it, I thought the painting was just a strange bunch of gray-tone shapes at first, but when Mr. Miller started talking about the history of this Spanish town and how it was bombed as "practice" by World War II flyers. It really blew my mind.

During the Mid-Day Flex, a few of us meet with Dr. Ray from the Association for the Advancement for Arts Education. We're putting together an after school program for elementary school kids for community service.

After lunch, during Studio, Tyler and I meet with Ashley and Sara. They're going to shoot a video of our

song for their video production class. I think it'll be great. Later, Tyler and I talk about internships. Tyler is doing an internship at the Cincinnati Playhouse in the Park. He is a junior. I don't know what I'll do for my internship next year. I go back and forth between a TV station and the Arnoff Center. I know the Arnoff Center does plays and concerts, but I'm interested in public relations and advertising – and I wonder if a TV station wouldn't be better for me ... But now, I need to get to Spanish.

After school, I head over to the library to work on my report for biology. I'm struck with how lyrical some of the Latin names of plants are. Maybe I can work them into a poem.

After I get home and eat, I study for my math test tomorrow. I know some people who are switching Small Schools at the end of this year, but I can't imagine doing that. We work hard, but people get to see how hard we work. I wouldn't change for anything being a student in Creative Arts and Design.

SCHOOL OF CREATIVE ARTS AND DESIGN

Information correct as of Dec. 14, 2001. Minimum enrollment must be met for a small school to open in Aug. 2002.

The School of Communications and Technology will focus on student interests in the field of communications and technology as it relates to broadcasting, journalism, writing, public speaking, visual arts and design, and computer technology, including programming.

Hand-on activities, seminars, and collaborative efforts will be the staples for student learning. Independent study will also be available. One-on-one mentor relationships spanning the entire high school experience will assure that the individual learning styles of all students are met.

All student learning and experience will be authentic; that is, students will work on projects with real life application. They will see products through from start to finish, building multi-genre portfolios. They will identify communication-related problems and then work to develop and implement solutions. These solutions could include informational or marketing materials in the form of newsletters, video tapes, and web sites for community groups or local businesses. Students could also produce public service announcements for broadcasting on area media outlets. Additional opportunities to network within the field of professional communications will further allow students to explore their own particular interest more in depth.

At a glance, students in Communications and Technology will:

- Be prepared to seek out further opportunities for education beyond high school.
- Be versed in traditional as well as digital forms of communications and able to negotiate in a world rich with media and technology.
- Become effective, multi-skilled, creative communicators through a mastery of the oral, written, and visual language.
- Develop exceptional skills in all communications media with an expertise in one chosen area of focus.
- Develop the interpersonal skills necessary for the maintenance of positive relationships with others.
- Develop the skills necessary for critical thinking and responsible citizenship.
- Learn leadership and conflict management skills.
- Learn the team approach to problem solving.
- Understand the impact that modern media has in the world today, along with the effect this impact has on societal issues.
- Understand how the impact of modern media in the world today may be influenced in a positive and responsible manner.



A DAY IN THE LIFE OF ...

Will, a freshman in Communications and Technology

Ms. Stautberg starts this morning's class by talking about writing. She says she knows it's low tech, but high tech won't work without it. I hadn't thought about it before, but I guess words are where all good communication starts. You can have all the cool graphics and music you want, but if you're trying to tell somebody something, you need words.

I do my English and social studies presentation today. It's a joint class, and today I'm comparing life in the 1950s, the period of the Cold War with its threat of nuclear holocaust, with life today, where the world's equally threatened. I've set it up as an education site on the web. It's the first real site I've put together, and I feel good about it. Ms. Yarchi and Ms. Beckett seem pleased. And the class likes it.

I go to my Keystone class and Mr. Orlowsky asks how my web site presentation went. I give him the thumbs up. He tells me that I need to have the web site

Why change? Ninety percent of the information we will use in 2015 does not yet exist.

Richard Wuhrman, Information Anxiety

Is the **School of Communication and Technology** right for you?

1. Do you think it would be cool to learn how to design web pages?
2. Do you wish you were a really good photographer?
3. Do you want to know how a newspaper is produced?
4. Can you see yourself as a TV producer someday?
5. Would you like to be able to support yourself as a freelance writer someday?
6. Do you listen to a lot of music and go to a lot of movies?

7. Did you love *The Matrix*?

8. Do you like to get into discussions with your friends about what constitutes good music?
9. Do you like messing around with video games, trying to figure out different ways to win?
10. Do you get more of a kick out of watching TV commercials than watching the shows?

If you answered yes to any of the above questions, the **School of Communication and Technology** may be for you!

in my electronic portfolio, which I've just started to build. It will help when I'm a junior looking to job shadow and, again, when I'm a senior applying for an internship.

Math class is great today. Ms. Keegan has us put away our algebra books and work on a budget for the web site we're developing for the Communications and Technology School.

I sign into science class and immediately sign out and head to the library. I'm on the research team for the production of a drug education video for the middle schools. I'm gathering information on the long term effects of smoking pot. I also need to go back and review my notes from the P.E. class I took during the last intersession. We had a unit on drug abuse that I think I can pull some facts from.

After eating, I head for Spanish. We're still working on vocabulary and grammar. But next year, we should be able to begin translating some scripts. Hey! Maybe we can do the drug video in both English and Spanish. That would be awesome!

In art class, I start sketching out some ideas for my team's clay animation project for the school web site, and before I know it, the final bell rings. I can't believe it! Where did the time go?

A few of us freshmen stay after school and help the juniors and seniors with the production of the weekly school news show. Mostly we just haul equipment, set up lights, and track down a teacher needed for an interview. But today, Moser and I actually shoot some "B" roll, that is, background footage. In this case, it's litter in the hallways. This week the school news team is doing a special feature on school pride.

I head home before dark, and think about all I'm learning. This school is almost as good as playing my Play Station 2 – even though I think I'm working harder than ever. It's pretty awesome being a student in Communications and Technology.

SCHOOL OF COMMUNICATIONS AND TECHNOLOGY

Information correct as of Dec. 14, 2001. Minimum enrollment must be met for a small school to open in Aug. 2002.

The School of Business and Technology is modeled on the structures and the quality practices of corporations of the 21st century. Individual work cells, consisting of 18 to 20 students, will set goals, assess progress, and work to increase production consistent with its goals. For freshmen and sophomores, these goals will involve the completion of core academic subjects in keeping with state requirements and testing standards. For juniors and seniors, the work will center around projects that require the use of quality tools dealing with strategic planning, benchmarking, and the assessment of individual and organizational performance. All cells will work on goals as they relate to team performance, community engagement, and qualities such as personal integrity, interpersonal skills, and leadership abilities.

The development of workplace skills will be considered fundamental to student learning. For example, technical writing will be taught in English classes, financial budgets will be covered in math classes, and internships, completed in collaboration with local businesses and community groups, will assure that all project work is modeled on real life experiences. Furthermore, technology will be employed as a tool for student learning and discovery, and using information systems will be part of students' daily routines.

At a glance, students in Business and Technology will:

- Be prepared to continue their studies at post-secondary institutions.
- Develop an appreciation for and understanding of the workings of the modern business world.
- Recognize that skills in listening and speaking are as vital as reading and writing in any future success.
- Learn to think creatively, conceptualize, make decisions, solve problems, reason, and know how to continue to learn throughout their lives.
- Develop effective analytical, time management, and organizational skills.
- Be able to assess the risks involved in any endeavor, and be comfortable in taking risks as appropriate.
- Learn to work as part of a quality practices community where improvement is the norm.
- Learn to set goals and use data to measure performance.
- Develop an appreciation for the value of community service.



A DAY IN THE LIFE OF ...

Lee, a senior in Business and Technology

I get to school early today ... Mr. Hall kids me, saying now that I'm in "upper management," I get to put in the long hours. I'll say! I meet with Ms. Lucas to help plan a team-building exercise for her freshman class.

I make arrangements with Mr. Miller about cutting his AP class next Monday so I can meet with Ms. Lucas' class. Then he and I go over my Power Point presentation for my Independent Entrepreneurial Project. Later today, I'm meeting with Jerry and Brian Gillespie. They own All Star Sportswear. I have been working with them on an employee recruitment and retention plan. They have a hard time finding and keeping good employees. So I researched the problem and have devised a solution. Mr. Miller lets me do a practice run of my presentation in front of the class. I get some good feedback.

I head to my AP Math class. We're working on statistics. Aaron, Ann, Teresa, and I are analyzing our class' "organizational" performance for this quarter. We

Need more information?
Contact Project Director Sue
Showers at (513) 943-5046.

Is the **School of Business and Technology** right for you?

1. Do you like working with computers?
2. Have you ever thought you'd like to restructure how your school operates?
3. Are you good with details?
4. Would you like to learn how to be well-organized and manage your time better?
5. Do you like the idea of producing a newspaper or a yearbook?
6. Would you like to learn to produce TV spots for local community groups?

7. Would you like to try your hand at running a store?

8. Do you think it would be fun to have your own business someday?
9. Are you interested in learning about investing in the stock market?
10. Do you think it would be cool to have input on how businesses in the 21st century will operate?

If you answered yes to any of the above questions, the **School of Business and Technology** may be for you!

develop a set of proposed goals for the entire work cell to approve for next quarter. It's interesting how this whole school program is structured like a business.

In government class, we work on our safe driving practices project. It's aimed at teens. The project grew out of an assignment earlier in the year. Each of us had to go and observe a session of traffic court. When Judge Shriver visited our class afterwards, we told him that we were struck by the number of youth violators. He asked us what we could do to help prevent that. Now we're working on an educational program that encourages safe driving practices among teens. We are going to produce it on a CD-ROM, and distribute copies through all the high schools in the county.

During Business Technology, we work on the visuals for the driving CD and coordinate them with the music. We're using Staind's "Open Your Eyes" in the background. It's all coming together!

Over lunch, I talk to Brett's little sister, Stacey, who is a freshman this year. She's also in the BATS program. I tell her when I first started, the "first job" I "applied" for

was "account executive." Now I'm making plans to go to college to major in Business Administration. I can't believe four years have gone by.

I make my presentation to the Gillespies ... and they like my ideas. They even offer me a job. After that, I am pretty pumped up for basketball practice, and our team is looking good.

At home, I grab a bite to eat, before heading back to school. I'm on the yearbook staff, and we're working on the layout. I learned how to use PageMaker last year when I took an intersession course from the School of Creative Arts and Design. Kevin and I are doing the layout. We work late to get everything done. I'm pleased with the result. Our hard work pays off, and we decide we deserve a raise! I really like being a student in Business and Technology.

SCHOOL OF BUSINESS AND TECHNOLOGY

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GRADUATION COMPETENCIES

WRITING COMPETENCIES

In response to prompts reflecting different writing purposes (expository, narrative, and persuasive), the student will produce two pieces of extended writing that, taken together, demonstrate end-of-tenth grade writing capability.

In particular, each piece of writing will:

1. Develop a clear, focused main idea or ideas related to the prompt.
2. Demonstrate completeness.
3. Include supporting details appropriate to the audience, purpose, and topic.
4. Follow purposeful organization.
5. Make connections among ideas, paragraphs, and sentences.
6. Use a variety of words appropriate to the audience, purpose, and topic.
7. Use a variety of sentence structures and/or phrases appropriate to the audience, purpose, and topic.
8. Exhibit standard conventions competently (mechanics, usage, grammar, and spelling).
9. Be legible.

READING COMPETENCIES

The reading level of the selections and the sophistication level of the content will be appropriate at the end of tenth grade. Fictional and nonfictional selections will represent a wide range of subject matter, cultures, and points of view; items about these selections will include those that assess the student's ability to comprehend and use information necessary in everyday life. Selections will come from published school and non-school sources such as advertisements, articles, cartoons, charts, forms, graphs, plays, poetry, reports, stories, tables, and web pages.

Given a variety of selections, students will:

1. Utilize multi-step directions to accomplish a task.
2. Examine uses and purposes of propaganda.
3. Recognize an author's purpose and attitude (bias/slant).
4. Support an interpretation by locating specific information.
5. Use context to determine the meaning of words.
6. Differentiate between fact and opinion.
7. Draw inferences.
8. Make predictions.
9. Recognize the effect of common literary devices (i.e., simile, metaphor, personification, hyperbole).
10. Locate a stated or implied main idea and differentiate between details that support it and those that do not.

11. Analyze the effect of literary elements (i.e., setting, character, plot, and theme).

12. Evaluate the effectiveness of resource material for a specified audience/purpose.

MATHEMATICS COMPETENCIES

Competency in mathematics includes understanding of mathematical concepts, facility with mathematical skills, and application of concepts and skills to problem-solving situations. Assessment will focus on using mathematics, appropriate for the end of tenth grade, to solve problems. To the extent possible, items and tasks will have real-world contexts including the use of practical applications, real data, and numbers often associated with situations and problems encountered in the workplace and in daily life. The development of the mathematics competencies was predicated upon students having access to scientific calculators during assessment.

Students will:

Number and Numeracy

1. Represent and use real numbers in a variety of equivalent forms.
2. Estimate and compute with real numbers.
3. Apply rates, ratios, proportions, and percents.

Algebra and Functions

4. Write, interpret, simplify, evaluate, and/or use algebraic expressions and formulas.
5. Use linear equations and inequalities.
6. Represent a mathematical relationship using a table, graph, symbols, and words, and describe how a change in the value of one variable affects the value of a related variable.
7. Create and analyze graphs of linear and simple non-linear functions.

Geometry and Measurement

8. Apply angle relationships to situations involving intersecting lines, perpendicular lines, and parallel lines.
9. Recognize and apply characteristics of congruent and similar figures.
10. Apply visualization, spatial sense, and properties of two-dimensional figures and three-dimensional objects.
11. Use measurement techniques including scale drawings, formulas, and geometric relationships to find length, perimeter, area, surface area, and volume.

Data Analysis and Probability

12. Create, interpret and/or analyze tables, charts, and graphs involving data.

13. Choose and apply measures of central tendency (mean, median, and mode) and variability (range and visual displays of distribution).

14. Represent and interpret the possible outcomes for a mathematical situation and calculate probabilities.

Mathematical Processes

Competencies 15-16 represent important processes that cross all the mathematics content domains. The contexts for items and tasks assessing these mathematical processes will be drawn from the content associated with competencies 1-14.

15. Communicate mathematical ideas, reasoning, and solutions through the use of appropriate mathematical terminology, notations, symbols, definitions, models, and other representations.

16. Apply problem-solving strategies and evaluate processes, strategies, calculations, and solutions to verify reasonableness; and use mathematical reasoning to validate and/or generalize approaches, arguments, strategies, and solutions.

CITIZENSHIP COMPETENCIES

The High School Graduation Qualifying Examination in Citizenship includes competencies with subparts (i.e., a-c). These competencies may be assessed with items focusing on one or more of the parts.

Students will:

American Heritage

1. Analyze information about major historical developments* by:

- interpreting documents (i.e., Declaration of Independence, Northwest Ordinance, U.S. Constitution [including amendments]),
- identifying and comparing experiences and perspectives,
- assessing credibility of sources (e.g., primary and secondary sources, biased and objective accounts), and
- interpreting data (e.g., charts, graphs, narratives, illustrations, and photographs).

2. Identify and explain cause and effect relationships for major historical developments,* including:

- historical antecedents (e.g., related and unrelated events),
- multiple causation, and
- accidental, irrational, or unexpected circumstances.

** The content for competencies 1 and 2 will draw from developments leading up to and results of the following events and time periods from world and U.S. history: the American and French Revolutions, the U.S. Constitutional Convention, the American Civil War, the Industrial Revolution, imperialist expansion, World War I, communist revolutions, the Great Depression, World War II, and the Cold War.*

People in Societies

3. Use information about different cultures to explain the consequences of contacts between peoples from 1750 to the present by examining:

- patterns of migration,
- exchanges of cultural practices (e.g., dress, language, music, art), and
- incidents of discrimination and conflict.

4. Identify contributions of cultural groups to American society. (The phrase "cultural groups" refers to a number of individuals sharing unique characteristics – e.g., race, ethnicity, national origin, and religion.)

World Interactions

5. Utilize geographic resources to:

- locate places by consulting at least two references,
- describe relative location by using compass directions, time, and distance, and
- describe location by using formal reference systems.

6. Analyze the global implications of post-World War II regional changes involving,

- the growth of international organizations (e.g., United Nations, North Atlantic Treaty Organization, Organization of Petroleum Exporting Countries, European Union), and
- the end of colonialism and the development of national identity movements (e.g., the separation of India and Pakistan, the independence of Congo from Belgium, the reunification of Germany).

Decision Making and Resources

7. Explain why regions and nations specialize in what they can produce at the lowest cost and then trade with other regions and nations.

8. Discuss the economic roles of government in a market economy with regard to:

- raising revenue,
- providing public goods and services,
- establishing and enforcing regulations,
- protecting consumers, and
- preserving competition.

Democratic Processes

9. Differentiate between democratic and totalitarian governments with regard to purposes, processes, structures, and examples of each type.

10. Describe the manner in which and explain why the United States Constitution distributes political power and analyze applications of this distribution, including:

- a. federalism,
- b. separation of powers, and
- c. checks and balances.

11. Demonstrate an understanding of how the political process functions in the United States, including:

- a. political parties,
- b. elections (e.g., nominating process, primary and general elections, Electoral College),
- c. voting qualifications, and
- d. lobbyists and interest groups.

Citizenship Rights and Responsibilities

12. Analyze civic issues by identifying:

- a. alternative points of view,
- b. relevance and reliability of information,
- c. potential impact on individuals, groups, or institutions, and
- d. ways to resolve issues applying the principles of fairness and justice.

13. Explain the importance of participatory citizenship in a democratic society by:

- a. relating the rights and responsibilities of citizenship (including the Bill of Rights and the Fourteenth Amendment),
- b. describing various means of civic participation, and
- c. analyzing issues related to civic participation in various nations.

SCIENCE COMPETENCIES

Assessment will focus on content appropriate for the end of the tenth grade. To the extent possible, items and tasks will have real-world contexts encountered in daily life and the workplace. The competencies are predicated on students having access to instruction which develops understanding of:

- scientific inquiry, including understanding the nature of science and the scientific enterprise; the ability to conduct open-ended investigations, interpret findings, and communicate results; and the ability to evaluate evidence and make judgments based on evidence;
- the interconnectedness of the sciences, including the ability to use major scientific ideas to explore phenomena, inform decision making, resolve issues, solve problems, explain how things work, and communicate scientifically; and
- relationships between and among science, technology and society, in the past, present, and future.

Students will:

History and Nature of Science

1. Evaluate or design scientific investigations to formulate and/or revise scientific explanations and models.
2. Evaluate information derived from popular and technical sources to determine its scientific validity in making evidence-based decisions.
3. Given a personal, societal, or global circumstance, identify, interpret, and/or apply appropriate safety precautions and equipment.
4. Given a particular scientific theory or protocol, explain how and/or why the theory or protocol may have changed over time.

Physical Science

5. Relate uses, properties, and chemical processes (reactions) of matter to the behavior and/or arrangement of small particles which compose matter.
6. Describe and predict the effects of forces (e.g., elastic, gravitational, electric, magnetic) on objects and on the motion of objects within a system.
7. Analyze transformations of energy and recognize its conservation (constancy) within a system.
8. Given that waves (e.g., sound, light) carry energy, compare and predict interactions of waves with matter.

Earth and Space Science

9. Relate internal and external sources of energy in the Earth system to processes and cycles (e.g., air, water, land) occurring since the Earth's origin.
10. Describe relationships among the Earth, other planets, and other objects in the solar system.
11. Relate changes in the form and distribution of matter to the cyclic and finite nature of resources within the closed Earth.

Life Science

12. Analyze and compare regulatory processes (e.g., neural, endocrine, immune) in living things.
13. Relate the chemical basis of life to heredity, diversity, species survival, adaptations, and extinction.
14. Relate heredity of organisms to the long term survival of populations based on mutations, variations in populations, and changes in populations as a result of differential reproduction.
15. Explain how living things interact with the living and non-living components of the environment.

CONTACT US!

WEST CLERMONT SMALL SCHOOLS DIRECTORY

Small Schools Project Director

Sue Showers
(513) 943-5046

Teacher contacts

Katie Hauer
School for American Studies

Jim Rudy
School for World Studies

Todd Gee
International Baccalaureate School

Michelle Kennedy
Math, Science and Technology Academy

Jon Souders
School for Scientific Studies

Pat Willison
Human Kinetics and Wellness School

Joe Libis/Lisa Peters
West Clermont Institute of Performing Arts

Cyndee Westermann
School of Creative Arts and Design

Deb Hartigan
School of Communications and Technology

Mike Murray
School of Business and Technology

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BILL & MELINDA
GATES foundation

West Clermont Board of Education

Jo Ann Beamer, President
Barbara L. Hartman, Vice President
Jeff Burgess
John Gray
Cynthia Petrey

District Office

West Clermont Board of Education
4578 East Tech Drive, Suite 101
Cincinnati, OH 45245-1054
Phone: (513) 943-5000, Fax: (513) 528-7598
Website: <http://www.westcler.k12.oh.us>

Dr. Michael L. Ward
Superintendent

Charles A. Gossett
Treasurer

John Abegglen
Assistant Superintendent
Administration and Personnel

Al Delgado
Assistant Superintendent
Pupil Personnel and Special Education

Mary Ellen Steele-Pierce
Assistant Superintendent
Curriculum and Instruction

Nancy Borchers
Supervisor of Educational Programs

Lesley Quattrone
Supervisor of Educational Programs

Mark Peters
Director of High Schools

School Principals

Sarah Beam, Principal
Amelia High School, (513) 753-5120

Dennis Ashworth, Principal
Glen Este High School, (513) 943-8211

David Mack, Principal
Amelia Middle School, (513) 753-5010

Kevin Thacker, Principal
Glen Este Middle School, (513) 753-7100



Creating the High Schools We Need

West Clermont Local School District
Administrative Offices

4578 East Tech Drive, Suite 101

Cincinnati, Ohio 45245-1054

(513) 943-5000 Phone

(513) 528-7598 Fax

www.westcler.k12.oh.us